



# Inhalant Abuse Prevention

## *Facilitators Guide & Lesson Plan*



# Table of Contents

## **Introduction** .....2

## **Facilitation Skills** ..... 3

- General Facilitation Guidelines
- Nine Facilitation Skills
- Troubleshooting
- Facilitation Practice Activity

## **Inhalant Prevention Discussion Guide** ..... 9

- Introductions
- Group Agreements

## **Inhalant Prevention Activities** .....11

- Icebreaker: Agree or Disagree?
- Activity: Inhalant Abuse Continuum
- Activity: Cross the Room
- Activity: Classroom Volleyball
- Activity: Peer Leader Skit Development

## **Conclusion** ..... 21

## **Evaluation** .....22

# Introduction

Dear SADD Chapter,

Thank you for choosing to address Inhalant Abuse with middle school students in your community. SADD and ACE (Alliance for Consumer Education) have teamed up to create this important and life-saving program so SADD high school chapters can help middle school students understand the serious dangers of Inhalant Abuse and make good choices to avoid them. Through direct discussions, friendly games and activities, and positive role modeling, SADD students can make a big impact on younger teens in their community. You may also recruit some incoming SADD members along the way! As chapter members and advisors, you should read this guide, practice the tools, and then call middle schools to make plans to visit. You might save a life. Thank you!

Inhalant Abuse is the deliberate inhalation by “sniffing” or “huffing” fumes, vapors or gases from common household and commercial products for the purpose of “getting high.” Unfortunately, Inhalant Abuse occurs among children, even as young as six years old but Inhalants are most often used by students in grades 6 through 8. **Statistics indicate that 22% of kids have tried Inhalants by the 8<sup>th</sup> grade.**

Inhalant Abuse can result in serious health problems, even death. **The National Institute of Drug Abuse reports there are more lifetime Inhalant users than Ecstasy and OxyContin users combined.** However, drug abuse prevention is often focused on these drugs while Inhalant Abuse is rarely addressed.

The first section of the guidebook gives SADD students pointers on how to become good facilitators, a skill that is beneficial throughout life. This section introduces facilitation tools, discusses how to use them, and offers troubleshooting tips for running your meetings. The second section of the guidebook gives you activities that you can use when you visit the middle school classrooms. Using your facilitation skills will guarantee a lively, informative and potentially life-saving session with these younger students.

Middle school students look up to high school students, so that will help in your prevention efforts, but it is important that you know what you are teaching.

Remember, to be an effective group leader it is important for you to practice the facilitation skills and be very familiar with the materials you are talking about.

Best of luck,  
SADD & ACE (Alliance for Consumer Education)

# Facilitation Skills

## General Facilitation Guidelines

A good facilitator is one who does the following:

- Guides the group to meet its goal
- Draws out ideas and opinions from others
- Encourages group interaction and participation
- Makes room for everyone's ideas to be heard
- Listens, paraphrases, clarifies, and reflects on what others have said
- Keeps the group involved
- Demonstrates empathy and respect to others
- Makes others feel good about their contributions
- Uses good eye contact when speaking to people
- Moves the group and the agenda forward
- Keeps the big picture in mind while working on the details
- Exercises flexibility

## Here are some things to think about when facilitation discussions.

1. Set common ground rules that make a safe environment for everyone to participate.
2. Use open-ended questioning, such as "What do you think?" or "What are some of your ideas?"
3. Maintain an unconditionally positive regard for each participant.
4. Avoid the temptation of providing all the answers to the participants.
5. Be attentive and recap main points that were made by others when the opportunity permits.
6. Try not to let a small group or one person (including yourself) dominate the discussion.
7. Be a role model for the group on how to be flexible and open to the ideas of others.
8. Try to stay neutral and objective.

## **Nine Facilitation Skills**

Good facilitators are effective listeners and skilled at getting others to share their opinions, ideas, and experiences. The following list identifies nine critical facilitation skills that work to maintain an open, successful dialogue.

### **Summarize**

To summarize is to recapitulate and “sum up” what has been said in the discussion to help provide a focus, show a relationship between main points, and/or to remember what happened. The Facilitator identifies key points and decisions that were made. This summary can be done during the discussion when it is time to move on to a different topic or at the very end of the discussion to sum up what was said and done.

### **Open the Door (a.k.a. Probing)**

Probing is used to get a participant to elaborate on what was said. Questions are asked that will enable the participant to further express his or her ideas, understandings, or opinions. Examples: “What do you mean by that?”; “Can you give us an example?”

### **Bounce Back**

Often the Facilitator can bounce back a question or statement to the group to encourage ongoing dialogue. Examples: “What does everyone else think of that idea?”; “Has someone else had a similar experience?”; “That’s a good question. Can anyone answer that?”

### **Paraphrase**

The Facilitator paraphrases by stating what was already said but in different words. Paraphrasing lets the speaker know if the statement he or she made was interpreted correctly and also enables the Facilitator to emphasize the point or idea that was made. Examples of lead-ins to paraphrasing: “Then are you saying ... is that right?”; “Do you mean ...?”

### **Reinforce**

The Facilitator can keep the discussion flowing by reinforcing people's comments. Positive feedback, such as, “Well said!” or “Good idea!” or a simple smile and nod of the head, is reinforcing. The Facilitator’s reinforcement is supportive and will help make participants feel good

about their contributions.

### **Encourage (Encouraging non-participants)**

The Facilitator needs to remain aware of who is contributing and who is not. People who are not participating may be gently singled out and asked for their ideas; often they not comfortable jumping in but still have something to say. It is important to remember that some people are very anxious about speaking out in public so be careful how far you push; insisting that quiet members participate or calling on quiet members more than once may increase their discomfort.

### **Open-Ended Questions**

Open-ended questions cannot be answered with “yes” or “no.” It will help the Facilitator to come prepared with a number of open-ended questions in case the group is reluctant to talk.

### **“I” Statements**

It is important for the Facilitator to speak from his or her own experience and not to generalize. Personalizing allows participants to feel respected and valued as experts of their own experiences. Using “I” statements and speaking from the Facilitator’s own experience allows the Facilitator to disclose personal experience without attacking others, invalidating someone else’s feelings, or criticizing someone for not conforming to the Facilitator’s point of view. Offering “I” statements and speaking from the “first person” experience builds trust between participants and the Facilitator.

### **Weave**

A skilled facilitator is able to weave the contributions of different participants together. If ideas or opinions relate to one another, the Facilitator might say: “That is similar to what Mike was talking about when he said ...”; “Mary and Joe seem to be saying much the same thing”; or “Although John has said ... Jen pointed out that ...” This skill allows the Facilitator to direct the discussion, emphasize a point, and/or support the participants by communicating that their statements are important.



## Troubleshooting for Facilitators

As facilitators, we regularly have to deal with different types of group or meeting participants. Here are some suggestions for how to be effective in handling different people and situations.

How the individual acts	Why	What to do
<u>Overly Talkative</u>	The individual may be an “eager beaver” or a “show-off.” The individual may also be exceptionally well-informed and anxious to show it or just naturally wordy.	Do not be sarcastic or embarrass this person. Say “What you’ve shared is great. Let’s hear from other people about this”; “What do other people think?”; or “Can anyone here relate to what has just been said?” In general, let the group handle this problem as much as possible.
<u>Side Conversation</u>	The side conversation may be related to the subject or it may be personal. In either case, a side conversation is distracting to everyone in attendance.	Again, do not embarrass them. Call one of the individuals by name, restate the last opinion or remark made by the group, and ask his or her opinion of it. If you have a habit of moving around the room while you facilitate, saunter over and stand casually behind the members who are talking.
<u>Inarticulate</u>	The speaker lacks the ability to put thoughts into proper words. This person has ideas but needs help to convey them.	Do not say “What do you mean by this?” Instead, say “Let me repeat that” and then put it into better language. Twist the ideas as little as possible but have them make sense.

<b><u>Definitely Wrong</u></b>	The participant offers a comment that is obviously incorrect.	Say "I can see how you feel" or "That's one way to look at it." Then say "But for our purposes ..." or "However, in this case ..."
<b><u>Personality Clash</u></b>	Two or more participants clash, which poses a danger that can divide your group into separated sides.	Emphasize points of agreement and minimize the points of disagreement (if possible). Draw attention to objectives. Interrupt with a direct question on the topic or bring another member into the discussion.
<b><u>Obstinate or Stubborn</u></b>	This person will not budge and is stuck on his or her own point of view. This person is unwilling to see your point(s).	Turn it over to the group. Offer this person's view to the group for feedback; let the group handle this person. Say that time is short and you will be OK with accepting the group's viewpoint for the moment.
<b><u>Uncommunicative</u></b>	This person may be bored or indifferent, may feel superior, or may feel timid and insecure.	Your action will depend upon what is motivating this member. You can arouse interest by asking for his or her opinion. Draw out the opinion of a different person, and then ask the person who will not talk what he or she thinks of the view that was expressed. Remind the group that everyone's contribution is respected.



## Facilitation Practice Activity

Now that you have read through how to be a great facilitator, it is time for some practice. Spend the next SADD meeting practicing as a group. Remember, the best place to learn is in a safe place with your friends.

Step 1: As a group, make a list of fun topics to facilitate a conversation about or use this list we generated.

- Favorite fast food restaurants
- Favorite type of food
- Last place you went on vacation
- If you could be a superhero, what would your power be?
- Best memory you have from SADD

Step 2: Create large signs with each of the nine facilitation skills on them.

Step 3: Choose one person to be the Facilitator, and have that person choose one of the topics from the list.

Step 4: Have your SADD advisor stand in the back of the room with the facilitation skills signs. One at a time, he or she will hold up the sign for the Facilitator to use the skill listed in the dialogue.

Step 4: Have the Facilitator start the conversation on the topic of their choice.

Step 5: Debrief as a group how it went, and repeat with other facilitators. Be sure to discuss with the group and the Facilitator what worked well and what could be improved.

# Inhalant Prevention Discussion Guide

Now that you have had an opportunity to practice with your SADD chapter and learn some new skills for how to facilitate a discussion, it is time to visit a local middle school and facilitate a dialogue with the younger students.



**Facilitator Tip:** It may be helpful to practice facilitating these dialogues and activities with your chapter before going into the classrooms.

## Introduction (5 minutes)

The first step to leading a discussion is introducing yourself and the topic you are presenting. You may know some of the students in the class; however, it is still important to introduce yourself and explain what you will be doing with them. A sample introduction is offered below; it is a suggested model for you to use as a guide. Feel free to create your own.

Start by introducing yourself and the general topic of the activity.

“Hi, my name is \_\_\_\_\_. I am a student in the SADD chapter at \_\_\_\_\_. Does anyone know what SADD stands for? (Take a moment to explain SADD to the participants, depending on how familiar they are with your chapter.) We are here today to talk with you how you can stay safe and healthy. Does anyone have any questions? Great, let’s get started!”



**Facilitator Tip:** Remember, the Facilitators set the tone, so practice being enthusiastic and confident. This approach will help put your audience at ease.

## Group Agreements

(5 minutes)

It is important as you begin the group lesson for you to formulate group agreements. To get the most out of the discussion, group members must feel safe and know that what they say will not leave the room. Have the group suggest behaviors that they all agree would help make the discussion go more smoothly.

### Instructions for the Facilitator:

1. Tell the group that you'd like to generate a list of agreements. Ask for their suggestions.
2. Write the list on the board or on a piece of flip-chart paper.
3. Let the participants come up with their own agreements; however, listed below are important suggestions you can add.
  - It is important to answer honestly how you feel or from your experiences.
  - There are no right or wrong answers; it is all based on your opinion or experiences.
  - Have respect for others and for the Facilitator. Try not to interrupt or talk over one another.
  - What is said in the room should stay in the room. We need to make this a safe place for everyone to speak honestly.
  - Please do not use names when telling a story. You can say "my friend" or something similar instead.

Once the group has generated a list of agreements, you are ready to move on to the Inhalant Prevention Activities.

# *Inhalant Prevention Activities*

You are now ready to move onto the interactive activities. Be sure that you've practiced leading these before you go into the middle school classes!

## **Icebreaker: Agree or Disagree?** (5 minutes)

To get the participants warmed up and starting to think about Inhalant Abuse, you should start with an icebreaker.

1. This icebreaker requires participants to stand up and sit down. If you have participants who are unable to do this, you can modify the activity and have people raise their hands.
2. Start by explaining that you will read a fact or question. Following the fact or question, ask people to stand up if they agree with the statement and stay seated if they disagree with the statement. Be sure to ask if anyone has any questions before beginning.
3. Following each question or statement, read the corresponding fact to the group.

## **Icebreaker Script for Myth or Fact?**

### **1. Inhalants are often called "sniffing" or "huffing."**

FACT: This is actually true. Inhalant Abuse is the deliberate inhalation by "sniffing" or "huffing" fumes, vapors or gases from common household and commercial products for the purpose of "getting high."

There are many slang terms for inhalants. There are more than 1,400 products that can be abused and often the slang terms correspond with the product or chemical being abused. Some slang terms are: air blast, aimies, bagging, boppers, chroming, highball, huffing, poppers, moon gas, and whippets.

### **2. Since inhalants are found in household products, they must be safe.**

**FACT:** False! Even though household, school and shop products have useful purposes, when they are misused or abused as inhalants, they are harmful and dangerous. These products are not intended to be inhaled. Inhalants poison your body. Inhalants can cause:

- Sores on the face and in the mouth and nose
- Liver, lung and kidney damage
- Problems with seeing, hearing, feeling and balance
- Nausea and nosebleeds
- Damage to the brain and nerves
- Impairment of memory and thinking

### **3. Inhalants are addictive.**

**FACT:** Yes they are! Over time, inhalant abusers need more and more to get the same effect. This increases the damage that these poisons do to the brain, nerves, lungs, liver and kidneys. Inhalant abusers may find it hard to be near the inhalants and when they try to stop using them, they get headaches, chills, seizures and stomach cramps.

### **4. Inhalants can kill you.**

**FACT:** This is true! Using inhalants even one time can kill you. Using inhalants once can put you at risk for:

- Poisoning
- Sudden death – your heart stops
- Suffocation – you don't get enough oxygen
- Burns from a fire or explosion
- Choking on vomit
- Brain damage

The National Institute of Drug Abuse (NIDA) reports there are more lifetime Inhalant users than Ecstasy and OxyContin users *combined*.

### **5. If you know someone who is abusing inhalants, there is nothing you can do.**

**FACT:** False! If you or someone you know has been using inhalants, ask for help. Talk to a school counselor, the nurse, a friend, or a parent.

## Activity: Inhalant Abuse Continuum (10 minutes)

This activity gets students up and moving and highlights the rates of inhalant abuse nationwide.

### Instructions for the Facilitator

- Tell the group it is time for an activity called the “Inhalant Abuse Continuum.”
- Tell the group you will read a question from a survey that is given nationwide to high school students.
- Have the group members imagine a long line running through the middle of the classroom. At one end of the imaginary line is 100% and the other end is 0%.
- You will read a statement, and they must get up and stand where they think the answer is on the continuum.
- Lead a discussion between each statement. If there is a difference between what they guess and what the statistics say, ask them why they thought the number was higher than the statistics showed it really was.



**Facilitator Tip:** Make sure to read the question before everyone gets up to move around!

### Activity Script for the Inhalant Abuse Continuum

1. What percent of 8<sup>th</sup> grade students have used inhalants at least once in the year prior to the survey?

**FACT:** The 2009 Monitoring the Future Study showed that 8%\* of 8th graders had abused inhalants at least once in the year prior to being surveyed.

2. What percent of 12th graders had abused inhalants over the course of their lifetime?

**FACT:** The 2009 Monitoring the Future Study showed that 17%\* of 12th graders had abused inhalants at least once in their lifetime.

3. What percent of 8<sup>th</sup> grade students have ever abused inhalants?



**FACT:** According to the survey, 22% of 8<sup>th</sup> grade students, or **1 in 5** had abused inhalants at least one time in their life.

4. What percent of people that abused inhalants had tried them for the first time before the age of 18?

**FACT:** Of the 729,000 people surveyed, approximately 67%\*\* were under age 18 when they first used inhalants. Inhalants are dangerous and can be deadly, so it is never safe to use them.



**Facilitator Tip:** Make sure you have everyone's attention before reading the question or fact.

### Sources

\* 2009 Monitoring the Future Study

<http://www.drugabuse.gov/publications/drugfacts/inhalants> (May 24, 2012)

\*\* 2008 National Survey on Drug Use and Health

<http://www.drugabuse.gov/publications/drugfacts/inhalants> (May 24, 2012)

## Activity: Cross the Room – Agree or Disagree? (10 minutes)

This activity gets students up and moving and allows them to share their opinions on inhalant abuse.

### Instruction for the Facilitator

- Tell the group members that you would like to hear more of their opinions about inhalant abuse.
- Hang a sign on one side of the room that says, “AGREE” and another sign on the other side of the room that says, “DISAGREE.”
- Read each statement and have the students cross the room and stand by the sign that is most appropriate based on their response to the statement.
- After everyone has crossed the room, read the starred (\*) statement listed below each comment.

### Script for Cross the Room – Agree or Disagree?

1. If I found out one of my friends was smelling glue and getting high, I would not tell anyone.



**Facilitator Tip:** Remember to pause here after reading the statement before you read the fact.

**FACT:** If you or someone you know has been using inhalants, it is important that you ask for help. Talk to a school counselor, a nurse, a friend or a parent. Remember, Inhalants are poisons when misused so if you see someone abusing a product it is important to call the Poison Control 1-800-222-1222; or call the '1-800' number on the label of the product.

Also, by visiting [www.inhalant.org](http://www.inhalant.org) you can find information on how to help and visit the message board for information and answers to your questions. Using an inhalant one time puts you at risk for serious injury and death.

2. I think boys use inhalants more than girls.

**FACT:** In grades 4 – 6 and 10<sup>th</sup> – 12<sup>th</sup> grades, boys tend to have slightly higher use rates than girls. Between grades 7 and 9, however, girls and boys tend to use inhalants at relatively the same rate. After age 18, males are more than *twice* as likely as females to use inhalants.

3. If someone asked me to “huff,” I would be uncomfortable saying “No.”

**FACT:** It can be hard to say “No” when a friend asks you to try something, but it’s important to practice and have something to say that you are comfortable with since using inhalants one time can do permanent damage to your body and kill you.



**Facilitator Tip:** Tell the group that the next activity will help them find ways to practice saying “No” in dangerous or risky situations.

## Activity: Classroom Volleyball

(10 minutes)

This activity helps students articulate things that may cause them stress and lets them think through techniques to combat stress. It also lets them start to verbalize ways that they can say “No” to inhalants.

### Instructions for the Facilitator

1. This activity requires a beach ball. If you do not have a beach ball, you can also use a balloon.



**Facilitator Tip:** If the group is paying too much attention to the balloon and not focusing on the questions, you can always hold the balloon while they are answering and then pass it to the group to start a new question.

2. To prepare for the activity, you will need to write the following questions on the ball or balloon with a permanent marker.
  - What is the most creative way to say “No” to someone if you are offered an inhalant?
  - What are some of your favorite things to do?
  - What are some things that stress you out?
  - If you are having a bad day, what do you do?
3. Use the beach ball to initiate the discussion. To start, throw the beach ball to someone in the class. The person who catches the ball will read and answer the first question he or she touches on the ball. That person will then pass the ball to another person, and the new person will answer the same question. Continue this pattern until you or the group decides it is time to read a new question.
4. Finding creative ways to say, “No” is so important that you might want to end this activity by having several students develop 1-2 ways to say “No” that they feel good about. Students are going to be worried about how they appear to their friends and may be afraid that saying, “No” will make them un-cool or will cause them to lose friends. **Remind them that real friends don’t ask you to hurt yourself through the use of inhalants.** Some examples that you can share include:
  - “Oh, I have basketball practice and my coach will kill me.”
  - “I can’t let my younger siblings see me like that”

- “I have to get up early for work tomorrow,” etc.



**Facilitator Tip:** Remember, it is still your role as the Facilitator to guide the discussion. You can ask the students with the ball to move on to another question or to continue to respond to the previous question.

## Activity: Peer Leader Skit Development (15 minutes)

One of the unique ways that Peer Leaders can share the inhalant prevention knowledge that they acquired is through the creation of a brief skit. As part of the day's training, each school group will be asked to create a skit and perform that skit for other middle school students in a health class or at an assembly.

### Instructions for the Facilitator

The Facilitator should say:

This morning's program has been filled with a lot of inhalant prevention information. Some of the content might have been new for you and some may have been a review. You will now be given 10 minutes to consider all the information presented, consider the specific characteristics of your school community and determine how, as a group, you can present some of the important content in a dramatic skit.



**Facilitator Tip:** A time keeper should monitor the 10 minutes and keep the group updated on time remaining.

At the end of the 10 minutes, each group will be asked to present their skit for the first time. The high school peer leaders will then provide some feedback on the skit. The group can practice the skit after the high school students leave. The teacher should schedule a time when the students can present the skit to the rest of the school or to another class.

### Things to think about when creating skit:

1. Consider the information that has been shared today.
2. Think about your school and classmates. What knowledge and information do you want to share with them?
3. What is your message?
4. How can you show that message in a brief dramatic skit?
5. Identify one member as a scribe to outline your skit concept.

### Things to think about when performing your skit:

1. Remember to face the audience and speak loudly and clearly in their direction.
2. Identify your characters as needed.
3. Please be respectful when using names in your skits.



4. Is your message being communicated?



**Facilitator Tip:** As you observe their performance, be prepared to provide constructive feedback.

Creative Feedback:

1. Could you see and hear all the performers?
2. Was their message communicated clearly?
3. What is the plan for performing this for other middle school students?

*The Peer Leader Skit activity is adapted from the South Shore Hospital's Youth Health Connection suicide prevention training, "How Not to Keep a Secret."*

# Conclusion

It is important to wrap up the classroom session and leave the group with the important points that you want them to remember.

1. Reiterate the Introduction and Group Agreements and remind them that everything discussed stays in the room.
2. Hit on any incorrect information presented in the skits.
3. Review what they learned. You might want to ask students to share one thing that they learned in the session
4. Have students explain why it's important not to start using inhalants.
5. Practice the creative ways that they came up with to say, "No."



**Facilitator Tip:** Sometimes students only take away a small amount of knowledge compared to what you actually wanted them to, so hitting those important facts at the end will be a great take away for the students.

# Evaluation

Facilitators, please visit <http://www.inhalant.org/SADD> to evaluate the program and officially register your group as having completed the Inhalant Prevention Program in order to win national acknowledgement for you and your school as being an ‘Inhalant Prevention School.’

Thank you for helping your students learn the facts and educate others about the dangers of Inhalants!